Editorial for EJEL Volume 17 Issue 1.

Ørngreen, Rikke; Söbke, Heinrich

Published in:
Electronic Journal of E-Learning

Publication date:
2019

Document Version
Publisher's PDF, also known as Version of record

Citation for published version (APA):
Ørngreen, R., & Söbke, H. (2019). Editorial for EJEL Volume 17 Issue 1. *Electronic Journal of E-Learning*, *17*(1), 64-65. http://ejel.org/volume17/issue1

Editorial for EJEL Volume 17 Issue 1

This issue of the EJEL leads through three different continents and demonstrates the diversity of e-Learning with its various target groups; formal and informal learning contexts, as well as diverse learning tools ranging from mobile apps to Massive Open Online Courses. The various research methods used, from focus group discussions and questionnaires to the evaluation of automatically collected learning analytics data, also provide a very interesting and multi-layered picture of the research methodology applied in the field of e-Learning. All in all, the current issue of the EJEL mirrors the constant progress of e-learning through improved information and communication technologies (ICT) and, in particular, improved concepts for employing the technologies effectively.

The first study once again makes evident that e-Learning is not a matter of course, but requires careful preparation. From the view of Indonesian school principals, the study entitled “An Explanatory Sequential Study on Indonesian Principals’ Perceptions on ICT Integration Barriers” explores the obstacles to the use of ICT in secondary schools in developing countries. In a sequential study approach, a questionnaire has been developed. This questionnaire then has been answered by 250 secondary school principals all over Indonesia. Based on the results, focus group discussions have been conducted. Among the obstacles reported by the authors Lantip Diat Prasojo, Akhmad Habibi, Mohd Faiz Mohd Yaakob, Amirul Mukminin, Septu Haswindy and Muhammad Sofwan are some phenomena well-known from other regional contexts too, such as teachers' knowledge of ICT, scarce funding for ICT and incongruity with traditional teaching styles. Based on these findings, recommendations for improving the situation are given. Whether and to what extent the proposed recommendations differ from the established ones is something the inclined readers may learn for themselves when reading the article.

The subsequent study stems from Hongkong, China. Dennis Foung and Jula Chen analyze their article “A Learning Analytics Approach to the Evaluation of an Online Learning Package in a Hong Kong University“ the online behavioral data of an impressive number of more then 7000 students enrolled in an English language course. Data about assessment component scores, online activity completion rates, and online behavioural patterns has been aggregated and can now assist blended learning course designers to adapt the courses to representative student behaviour patterns. Further, the possibility of predicting the probability of successful completion of a course also opens up new opportunities for interventions. The resulting attempts at activation of students may increase the rate of successful completion, which would be a definite asset of e-learning.

In the next study, which takes us to the capital of South Korea, Seoul, students have been again directly surveyed. Eva Maria Luef, Bethel Ghebru and Lynn Ilon examine the role that the smartphone plays in language learning for Korean students considered to be highly technical. In their article “Language Proficiency and Smartphone-aided Second Language Learning: A look at English, German, Swahili, Hausa and Zulu” the authors investigate both informal and formal learning settings. The language profiency in general as well as the English language skills in particular are understood as determinants for the use of language learning apps. With the results of the study, potential usage scenarios of mobile and ubiquitously available learning apps are being defined a step further.

Back in Europe we arrive in Scotland with the article "Evaluation of a MOOC Design Mapping Framework (MDMF): Experiences of Academics and Learning Technologists". John Kerr, Vicki H.M. Dale and Fanni Gyurko have interviewed experts about their experiences with the design guidelines for Massive Open Online Courses (MOOC) used at the University of Glasgow. As elements of the design process for MOOCs to be further analysed, the study identifies, among others, the role of learning technologists as moderators of the design process, the implications of technological challenges and the level of digital competence of users. These are further perspectives for the design and application of MOOCs that are aimed at increasing the efficiency and effectiveness of MOOCs.

This issue of the EJEL ends in South Africa with a study on mathematical software conducted among secondary school students. Folake Modupe Adelabu, Moses Makgato and Manto Sylvia Ramaligela research the application of the dynamic geometric envionment GeoGebra in the classroom. In their article titled ”The Importance of Dynamic Geometry Computer Software on Learners’ Performance in Geometry” they report

Reference this paper: Ørngreen, R., and Söbke, H., 2019. Editorial for EJEL Volume 17 Issue 1. *The Electronic Journal of e-Learning,* 17(1), pp. 64-65, available online at www.ejel.org

their promising findings, based on an experimental group and a control group at two distinct schools with a total of 87 students. The study comes to the clear recommendation that the use of a dynamic geometric environment improves students' learning success. Here again the loop to the first article could close: such software can certainly be of assistance for learning if its implementation is not prevented by barriers to the use of ICT.

Journal Editors
Rikke Ørngreen and Heinrich Söbke

